



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12931848  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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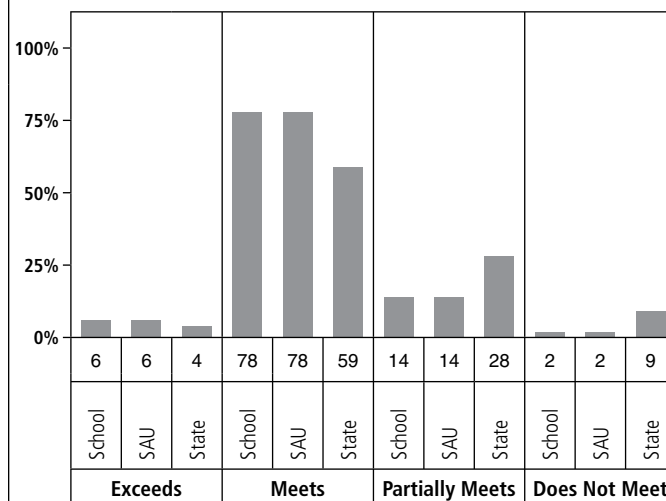
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

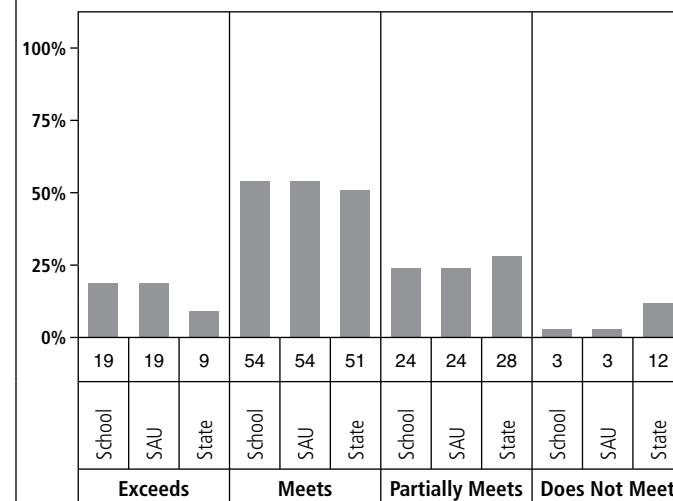
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	449	449	444
2006–2007	450	450	445
<b>2007–2008</b>	<b>450</b>	<b>450</b>	<b>445</b>
Cum. Avg. *	450	450	445
<b>Mathematics</b>			
2005–2006	452	452	444
2006–2007	448	448	445
<b>2007–2008</b>	<b>451</b>	<b>451</b>	<b>445</b>
Cum. Avg. *	450	450	445
<b>Science &amp; Technology</b>			
2005–2006	448	448	444
2006–2007	444	444	444
<b>2007–2008</b>	<b>448</b>	<b>448</b>	<b>444</b>
Cum. Avg. *	447	447	444

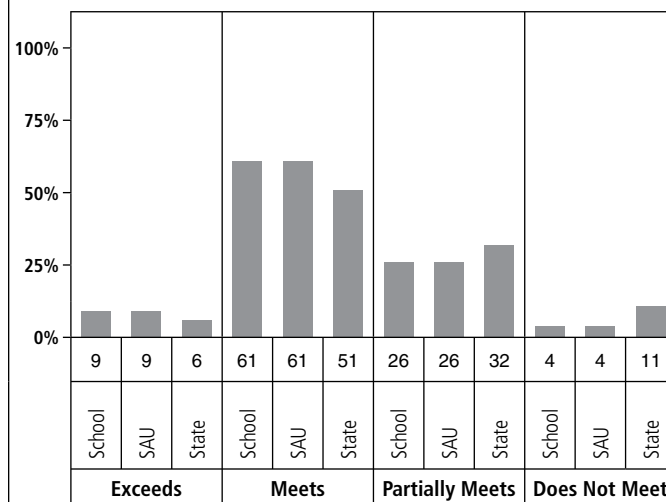
### ELA – READING



### MATHEMATICS



### SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: Wells-Ogunquit CSD  
 School: Wells Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	109	100	109	100	14207	100	108	99	108	99	14181	100	109	100	109	100	14123	100	109	100	109	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	3	3	3	3	263	2	3	100	3	100	259	98	3	100	3	100	262	100	3	100	3	100	262	100						
Hispanic	1	1	1	1	170	1	0	0	0	0	168	99	1	100	1	100	166	98	1	100	1	100	166	98						
Caucasian/White	105	96	105	96	13282	93	105	100	105	100	13264	100	105	100	105	100	13205	100	105	100	105	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	18	17	18	17	2524	18	18	100	18	100	2514	100	18	100	18	100	2498	99	18	100	18	100	2494	99						
Current LEP	3	3	3	3	385	3	2	67	2	67	377	98	3	100	3	100	383	99	3	100	3	100	380	99						
Economically disadvantaged	18	17	18	17	5587	39	18	100	18	100	5569	100	18	100	18	100	5538	99	18	100	18	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	78	72	78	72	10755	76	79	72	79	72	10730	76	80	73	80	73	10776	76						
Identified disability (PET/IEP)	1	1	1	1	375	3	2	3	2	3	374	3	3	4	3	4	384	4						
LEP	1	1	1	1	148	1	1	1	1	1	148	1	2	3	2	3	150	1						
504 plan	1	1	1	1	114	1	1	1	1	1	114	1	1	1	1	1	115	1						
Participation with accommodations	30	28	30	28	3298	23	30	28	30	28	3267	23	29	27	29	27	3215	23						
Identified disability (PET/IEP)	17	57	17	57	2013	61	16	53	16	53	1998	61	15	52	15	52	1986	62						
LEP	1	3	1	3	225	7	2	7	2	7	233	7	1	3	1	3	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	13	43	13	43	1046	32	13	43	13	43	1023	31	13	45	13	45	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	1	1	1	1	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	5	5	5	5	601	4
	2006-2007	7	6	7	6	507	4
	<b>2007-2008</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>559</b>	<b>4</b>
	Cum. Total*	19	6	19	6	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	79	79	79	79	7910	57
	2006-2007	88	80	88	80	8749	63
	<b>2007-2008</b>	<b>84</b>	<b>78</b>	<b>84</b>	<b>78</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	251	79	251	79	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	16	16	16	16	3970	29
	2006-2007	11	10	11	10	3467	25
	<b>2007-2008</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	42	13	42	13	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	0	0	0	0	1421	10
	2006-2007	4	4	4	4	1165	8
	<b>2007-2008</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	6	2	6	2	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	33.7	70.2	33.7	70.2	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	17.3	72.1	17.3	72.1	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	16.5	68.8	16.5	68.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Wells-Ogunquit CSD  
 School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	108	7	6	84	78	15	14	2	2	450	108	6	78	14	2	450	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	3										3						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	105	6	6	82	78	15	14	2	2	450	105	6	78	14	2	450	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	18	0	0	11	61	7	39	0	0	445	18	0	61	39	0	445	2388	0	29	44	26	437
No	90	7	8	73	81	8	9	2	2	451	90	8	81	9	2	451	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	2										2						373	1	32	35	32	436
No	106	7	7	82	77	15	14	2	2	450	106	7	77	14	2	450	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	18	2	11	11	61	5	28	0	0	448	18	11	61	28	0	448	5502	1	47	37	14	441
No	90	5	6	73	81	10	11	2	2	450	90	6	81	11	2	450	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	108	7	6	84	78	15	14	2	2	450	108	6	78	14	2	450	14048	4	59	28	9	445
<b>Gender</b>																						
Female	51	5	10	36	71	8	16	2	4	449	51	10	71	16	4	449	6959	5	61	26	8	446
Male	57	2	4	48	84	7	12	0	0	450	57	4	84	12	0	450	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	0	37	46	17	439
No	108	7	6	84	78	15	14	2	2	450	108	6	78	14	2	450	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	6	1	17	5	83	0	0	0	0	460	6	17	83	0	0	460	266	21	74	4	0	456
No	102	6	6	79	77	15	15	2	2	449	102	6	77	15	2	449	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: Wells-Ogunquit CSD  
 School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 82 16 0	0 6 1	0 7 6	0 70 14	0 79 82	2 11 2	100 12 12	0 2 0	0 2 0	436 450 449	2 82 16 0	0 7 6	0 79 82	100 12 12	0 2 0	436 450 449	5 74 18 2	1 4 5 3	42 62 59 32	36 27 29 34	21 7 7 31	440 445 446 438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	34 52 13 1	3 2 2 0	8 4 14 0	30 44 9 1	81 79 64 100	4 8 3 0	11 14 21 0	0 2 0 0	0 4 0 0	452 449 448 446	34 52 13 1	8 4 14 0	81 79 64 100	11 14 21 0	0 4 0 0	452 449 448 446	30 52 12 5	6 4 2 0	63 63 46 33	24 27 37 40	7 6 15 26	446 446 441 437
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	40 53 6 2	6 1 0 0	14 2 0 0	32 46 6 0	74 81 100 0	5 9 0 1	12 16 0 50	0 1 0 1	0 2 0 50	453 449 447 434	40 53 6 2	14 2 0 0	74 81 100 0	12 16 0 50	0 2 0 50	453 449 447 434	35 51 12 2	7 3 1 0	66 60 44 23	20 29 40 47	6 7 16 30	448 445 440 436
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 70 20	0 5 2	0 7 10	10 61 13	91 81 62	1 7 6	9 9 29	0 2 0	0 3 0	450 450 450	10 70 20	0 7 10	91 81 62	9 9 29	0 3 0	450 450 450	19 62 18	2 5 3	46 64 58	34 26 29	17 5 10	442 446 444
<b>How hard were the reading passages on this test?</b> A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	7 43 50	0 1 6	0 2 11	4 37 42	50 80 79	4 7 4	50 15 8	0 1 1	0 2 2	443 450 451	7 43 50	0 2 11	50 80 79	50 15 8	0 2 2	443 450 451	14 52 33	0 3 7	32 62 68	46 28 20	22 7 5	438 445 448
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 51 15 15	3 4 0 0	14 7 0 0	15 47 11 11	71 85 69 69	3 3 5 4	14 5 31 25	0 1 0 1	0 2 0 6	451 452 447 445	19 51 15 15	14 7 0 0	71 85 69 69	14 5 31 25	0 2 0 6	451 452 447 445	18 55 14 13	7 4 2 1	64 64 53 44	22 26 33 39	7 6 12 16	447 446 443 441
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	21 17 62	1 1 5	5 6 8	16 11 55	73 61 83	4 5 6	18 28 9	1 1 0	5 6 0	447 447 451	21 17 62	5 6 8	73 61 83	18 28 9	5 6 0	447 447 451	23 25 52	3 3 5	50 60 64	34 29 24	13 8 6	442 444 446
<b>Optional school/SAU question</b> A. B. C. D.	83 0 0 17	0   0	0   0	3   1	60   100	1   0	20   0	1   0	20   0	442   444	83 0 0 17	0   0	60   100	20   0	20   0	442   444						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	21	21	21	21	1294	9
	2006-2007	10	9	10	9	1054	8
	<b>2007-2008</b>	<b>21</b>	<b>19</b>	<b>21</b>	<b>19</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	52	16	52	16	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	60	60	60	60	7000	50
	2006-2007	68	62	68	62	7394	53
	<b>2007-2008</b>	<b>59</b>	<b>54</b>	<b>59</b>	<b>54</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	187	59	187	59	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	15	15	15	15	3784	27
	2006-2007	22	20	22	20	3729	27
	<b>2007-2008</b>	<b>26</b>	<b>24</b>	<b>26</b>	<b>24</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	63	20	63	20	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	4	4	4	4	1894	14
	2006-2007	10	9	10	9	1735	12
	<b>2007-2008</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	17	5	17	5	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.4	69.3	10.4	69.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.9	70.7	9.9	70.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.9	78.0	3.9	78.0	3.4	68.0
Cluster 4: Patterns	14	29	10.8	77.1	10.8	77.1	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Wells-Ogunquit CSD  
 School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	109	21	19	59	54	26	24	3	3	451	109	19	54	24	3	451	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	3										3						262	14	51	23	12	447
Hispanic	1										1						162	4	41	34	21	440
Caucasian/White	105	21	20	57	54	24	23	3	3	451	105	20	54	23	3	451	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	18	2	11	8	44	7	39	1	6	444	18	11	44	39	6	444	2372	3	31	36	30	436
No	91	19	21	51	56	19	21	2	2	453	91	21	56	21	2	453	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	3										3						381	4	33	28	35	435
No	106	21	20	57	54	25	24	3	3	451	106	20	54	24	3	451	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	18	1	6	8	44	7	39	2	11	443	18	6	44	39	11	443	5472	5	41	35	19	440
No	91	20	22	51	56	19	21	1	1	453	91	22	56	21	1	453	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	109	21	19	59	54	26	24	3	3	451	109	19	54	24	3	451	13992	9	51	28	12	445
<b>Gender</b>																						
Female	52	5	10	31	60	14	27	2	4	448	52	10	60	27	4	448	6933	9	50	29	12	445
Male	57	16	28	28	49	12	21	1	2	453	57	28	49	21	2	453	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	2	34	41	23	438
No	109	21	19	59	54	26	24	3	3	451	109	19	54	24	3	451	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	6	4	67	2	33	0	0	0	0	470	6	67	33	0	0	470	266	45	49	5	0	461
No	103	17	17	57	55	26	25	3	3	450	103	17	55	25	3	450	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	50	1	50	425	2	0	0	50	50	425	5	6	34	33	27	438
B. less than one hour	82	19	21	50	56	18	20	2	2	453	82	21	56	20	2	453	74	10	52	28	10	446
C. one to two hours	17	2	11	9	50	7	39	0	0	447	17	11	50	39	0	447	18	10	52	28	10	446
D. more than two hours	0										0						2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	46	10	20	29	58	10	20	1	2	453	46	20	58	20	2	453	38	13	56	23	8	448
B. They match some of what I have learned.	44	11	23	25	53	10	21	1	2	451	44	23	53	21	2	451	48	8	52	29	10	445
C. They match just a little of what I have learned.	10	0	0	5	45	5	45	1	9	441	10	0	45	45	9	441	10	4	35	39	22	439
D. There is no match.	0										0						4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	46	16	32	28	56	6	12	0	0	457	46	32	56	12	0	457	35	16	55	20	8	449
B. good	43	5	11	26	57	13	28	2	4	448	43	11	57	28	4	448	48	7	52	31	11	445
C. fair	9	0	0	5	50	5	50	0	0	443	9	0	50	50	0	443	14	3	41	38	18	440
D. poor	2	0	0	0	0	1	50	1	50	428	2	0	0	50	50	428	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	7	0	0	3	38	4	50	1	13	438	7	0	38	50	13	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	73	16	21	43	55	17	22	2	3	452	73	21	55	22	3	452	64	10	54	28	9	446
C. easier than my regular schoolwork	20	5	24	12	57	4	19	0	0	453	20	24	57	19	0	453	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	33	5	14	19	53	10	28	2	6	449	33	14	53	28	6	449	23	8	47	29	16	443
B. two or three days a week	28	8	27	16	53	5	17	1	3	452	28	27	53	17	3	452	36	11	54	27	9	447
C. two or three times each month	32	6	17	20	57	9	26	0	0	452	32	17	57	26	0	452	25	10	53	27	10	446
D. never or almost never	6	2	29	4	57	1	14	0	0	455	6	29	57	14	0	455	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	2	100	0	0	431	2	0	0	100	0	431	5	3	30	33	33	436
B. two or three days a week	14	2	13	8	53	4	27	1	7	449	14	13	53	27	7	449	19	8	50	30	12	445
C. two or three times each month	49	13	25	28	53	11	21	1	2	453	49	25	53	21	2	453	38	11	55	26	8	447
D. never or almost never	35	6	16	23	61	8	21	1	3	451	35	16	61	21	3	451	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	3	75	1	25	0	0	450	4	0	75	25	0	450	8	3	33	38	25	438
B. 30–45 minutes	13	1	7	7	50	5	36	1	7	443	13	7	50	36	7	443	27	6	48	33	13	443
C. 45–60 minutes	19	3	14	13	62	5	24	0	0	452	19	14	62	24	0	452	38	11	54	26	9	447
D. more than 60 minutes	64	17	25	36	52	14	20	2	3	453	64	25	52	20	3	453	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	83	0	0	2	40	2	40	1	20	440	83	0	40	40	20	440						
B.	0										0											
C.	0										0											
D.	17	0	0	1	100	0	0	0	0	460	17	0	100	0	0	460						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	5	5	5	5	751	5
	2006-2007	2	2	2	2	963	7
	<b>2007-2008</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>882</b>	<b>6</b>
	Cum. Total*	17	5	17	5	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	67	67	67	67	7251	52
	2006-2007	62	56	62	56	6824	49
	<b>2007-2008</b>	<b>67</b>	<b>61</b>	<b>67</b>	<b>61</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	196	61	196	61	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	26	26	26	26	4514	32
	2006-2007	36	33	36	33	4382	32
	<b>2007-2008</b>	<b>28</b>	<b>26</b>	<b>28</b>	<b>26</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	90	28	90	28	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	2	2	2	2	1458	10
	2006-2007	10	9	10	9	1735	12
	<b>2007-2008</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	16	5	16	5	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.8	73.3	8.8	73.3	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.0	58.3	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.4	70.0	8.4	70.0	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.3	69.2	8.3	69.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	109	10	9	67	61	28	26	4	4	448	109	9	61	26	4	448	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	3										3						262	5	52	28	14	443
Hispanic	1										1						162	2	38	39	21	439
Caucasian/White	105	10	10	64	61	27	26	4	4	448	105	10	61	26	4	448	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	18	0	0	9	50	6	33	3	17	443	18	0	50	33	17	443	2370	2	32	41	25	437
No	91	10	11	58	64	22	24	1	1	449	91	11	64	24	1	449	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	3										3						379	1	25	35	39	433
No	106	10	9	66	62	26	25	4	4	448	106	9	62	25	4	448	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	18	2	11	6	33	8	44	2	11	445	18	11	33	44	11	445	5470	3	41	39	18	440
No	91	8	9	61	67	20	22	2	2	448	91	9	67	22	2	448	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	109	10	9	67	61	28	26	4	4	448	109	9	61	26	4	448	13986	6	51	32	11	444
<b>Gender</b>																						
Female	52	5	10	28	54	17	33	2	4	446	52	10	54	33	4	446	6929	6	49	33	12	443
Male	57	5	9	39	68	11	19	2	4	449	57	9	68	19	4	449	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1888	1	32	44	23	437
No	109	10	9	67	61	28	26	4	4	448	109	9	61	26	4	448	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	6	3	50	3	50	0	0	0	0	462	6	50	50	0	0	462	266	30	65	5	1	457
No	103	7	7	64	62	28	27	4	4	447	103	7	62	27	4	447	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Wells-Ogunquit CSD  
School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	50	1	50	432	2	0	0	50	50	432	5	4	37	36	22	439
B. less than one hour	82	10	11	54	61	23	26	2	2	448	82	11	61	26	2	448	74	6	53	31	10	444
C. one to two hours	17	0	0	13	72	4	22	1	6	446	17	0	72	22	6	446	18	7	52	32	8	445
D. more than two hours	0										0						2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	10	5	45	3	27	3	27	0	0	455	10	45	27	27	0	455	24	9	53	28	10	446
B. They match some of what I have learned.	63	3	4	48	71	16	24	1	1	448	63	4	71	24	1	448	49	6	54	31	9	445
C. They match just a little of what I have learned.	23	2	8	13	52	8	32	2	8	445	23	8	52	32	8	445	21	4	47	36	13	442
D. There is no match.	4	0	0	2	50	1	25	1	25	443	4	0	50	25	25	443	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	20	3	14	11	50	7	32	1	5	449	20	14	50	32	5	449	25	9	53	27	10	446
B. good	55	7	12	39	66	11	19	2	3	449	55	12	66	19	3	449	54	6	55	30	9	445
C. fair	23	0	0	16	64	8	32	1	4	444	23	0	64	32	4	444	19	3	43	40	15	441
D. poor	2	0	0	0	0	2	100	0	0	430	2	0	0	100	0	430	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	18	3	16	6	32	10	53	0	0	446	18	16	32	53	0	446	22	5	45	35	15	442
B. about the same as my regular schoolwork	66	4	6	51	72	14	20	2	3	448	66	6	72	20	3	448	62	7	53	31	9	445
C. easier than my regular schoolwork	16	3	18	9	53	3	18	2	12	448	16	18	53	18	12	448	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	21	3	13	11	48	7	30	2	9	447	21	13	48	30	9	447	24	7	48	33	12	444
B. a few times a week	62	7	10	44	66	15	22	1	1	449	62	10	66	22	1	449	53	7	54	31	9	445
C. once a week	6	0	0	3	43	4	57	0	0	446	6	0	43	57	0	446	9	6	46	33	15	442
D. a few times a month	10	0	0	8	73	2	18	1	9	442	10	0	73	18	9	442	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	16	1	6	8	47	7	41	1	6	444	16	6	47	41	6	444	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	21	2	9	12	52	8	35	1	4	445	21	9	52	35	4	445	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	23	2	8	16	64	7	28	0	0	447	23	8	64	28	0	447	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	39	5	12	29	69	6	14	2	5	451	39	12	69	14	5	451	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	83	0	0	3	60	2	40	0	0	441	83	0	60	40	0	441						
B.	0										0											
C.	0										0											
D.	17	0	0	0	0	1	100	0	0	436	17	0	0	100	0	436						